**6th Grade Math, Topic 12-2 Equal Ratios and Proportions**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials: math notebooks  Math textbooks  Individual whiteboards  Dry erase marker  eraser | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Daily Spiral Review 12-2**  Present one problem at a time to the class. Student shows response on whiteboard. Teacher acknowledges individual answers as correct or incorrect. Choose one student to explain how they arrived at the answer.  **Problem of the Day 12-2**  TE page 302A – Ask students to explain which strategy is needed to solve this problem. Use whiteboards to solve. Ask individuals to explain what they did to arrive at an answer. | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  **Formula**  Ask, “What is the definition for proportion?”  Record responses; discuss definition; clarify misunderstandings. | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Problem: You are listening to a cd that has three hip hop songs and two rock songs. If there were 15 more songs on the cd and the ratio of hip hop songs to rock songs stayed the same, how many of each type would be on the cd?  Allow time for students to work with a partner. Students must show their thinking and work and be able to explain it to the class.  Extend: “ | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
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| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
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| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
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| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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